

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education.....	iii
Provo School District Board of Education and District Administration	1
Dixon Middle School Administration and Staff	2
Dixon Middle School Mission Statement and Belief Statements	3
Members of the Visiting Team.....	4
Visiting Team Report	5
Chapter 1: School Profile.....	5
Chapter 2: The Self-Study Process.....	6
Chapter 3: Instructional and Organizational Effectiveness.....	7
Shared Vision, Beliefs, Mission, and Goals	8
Curriculum Development	9
Quality Instructional Design.....	10
Quality Assessment Systems	11
Leadership for School Improvement.....	12
Community Building.....	14
Culture of Continuous Improvement and Learning	14
Chapter 4: Northwest Association of Schools and of Colleges and Universities (NASCU)	
Standards I-X.....	15
Chapter 5: School Improvement Efforts – Action Plan.....	15
Chapter 6: Major Commendations and Recommendations of the Visiting Team	16

FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, January 29 and 30, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Dixon Middle School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Rosanna Ungerman is commended.

The staff and administration are congratulated for the generally fine program being provided for Dixon Middle School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Dixon Middle School.

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Philip Lott.....	Supervisor, Trans/Maintenance
Randy Merrill.....	Supervisor, Elementary Education
Randy Merrill.....	Interim Supervisor, Secondary Education
Kerry Smith.....	Business Manager

DIXON MIDDLE SCHOOL
ADMINISTRATION AND STAFF

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Rosanna Ungerman.....Principal
Drew Bolander..... Assistant Principal

Counseling

Doug Meacham.....Counselor
Randon Olsen.....Counselor

Support Staff

Dixie Burningham, Maria Frazier, Lou Ree McGill, and Dianna Phillips.....Secretaries

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Pat Drussel	Kim McIntire	Kalani Tuarau
Cheryl Duerden	Jean McPherron	Linda Williams
Brook Foess	Brad Monson	Lon Young
John Hall	Fidel Montero	
Delila Hook	Leann Moody	

DIXON MIDDLE SCHOOL

MISSION STATEMENT

Prepare educated, capable, responsible, caring and contributing citizens through a partnership of home, school, and community. Cultivate a safe environment where cooperation, respect, and a desire to learn and achieve excellence are nurtured. Use teamwork to meet the unique needs of pre-adolescents and create a bridge between elementary and high schools.

BELIEF STATEMENTS

- Every individual has worth and must be treated with dignity and respect.
- All people have an inherent need to learn and to grow throughout life.
- Everyone can learn, but at different rates and in different ways.
- Every person needs an environment that is nurturing, where she/he feels emotionally, socially, intellectually, and physically secure enough to excel.
- Fundamental goals of education are: to promote lifelong learning and to cultivate character development and responsible citizenship.
- Learning occurs when relevant, authentic, and meaningful life experiences are integrated within a curricular framework.
- Education is the shared responsibility of student, home, school, and community.
- A reciprocal responsibility exists between the individual and the community for the well-being of both.
- Individuals have an opportunity and responsibility to participate in making decisions that affect them and their future.
- All people are responsible for the choices they make and the consequences of those choices.
- High expectations of the student, parent/guardian, and teacher are essential for optimal learning and personal development.
- High standards of scholastic performance are important and achievable for all students. Setting high standards of performance and providing the means of accomplishing them will increase student achievement.
- Middle level education must be responsive to the changing needs of society and the needs of individual pre-adolescents while maintaining academic rigor.
- Availability of educational resources such as money, time personnel, materials, etc., has an impact on the quality of education.

MEMBERS OF THE VISITING TEAM

Kandace Barber, Chairperson, Churchill Junior High School, Granite School District

Linda Durrant, Tintic High School, Tintic School District

Eddy McGee, Indian Hills Junior High School, Jordan School District

Devon Tufts, Orem Junior High School, Provo School District

VISITING TEAM REPORT

DIXON MIDDLE SCHOOL

CHAPTER 1: SCHOOL PROFILE

Dixon Middle School sits in the heart of Provo City, a mid-sized urban community with growing ethnic populations and diversity of income. It currently serves 615 students and employs 29 full-time teachers. Its students are diverse and, for the most part, attend school regularly. Two of its biggest challenges are motivating the unmotivated and convincing the students that learning is the most important thing they can be doing right now. The school's administration is relatively new to the school. In addition to the administration and teachers, Dixon has two counselors, ten teaching assistants, four paraprofessionals in the Special Education Department, and twelve individuals who work with the One to One Reading Program. Because of their proximity to Brigham Young University, Dixon routinely works with student teachers.

a) What significant findings were revealed by the school's analysis of their profile?

Dixon's self-study included demographic information and average DRP scores for each grade for the past three years. Additionally, SAT scores for eighth grade are included for the years 1996 to 2002. CRT End-of-Level Assessment Trend Data, the 2002 Language Arts CRT, and District Writing Assessment scores were included in the report. Unfortunately, much of the data were missing and the scores were not presented in disaggregated form.

Dixon also conducted four surveys: the Dixon Middle School Self-Improvement Survey 2000-2002, the National Study of Leadership in Middle Level Schools, the Dixon Middle School Self-Assessment, and the Dixon Middle School Counseling Survey 2002-2003. All of the stakeholders were included in the surveys; however, the data from the surveys were presented in a manner difficult to interpret. In some cases, the statistical figures were presented, but the data were not analyzed adequately.

b) What modifications to the school profile should the school consider for the future?

Due to lack of training in the accreditation process, much of the information in the school profile was not usable. Data included in the school profile should be complete. Also, it should be disaggregated so that a clear picture of who is learning and who is not learning is presented. Additionally, the results of the surveys should be presented in a clear, concise form to include analysis of the

data by the school. The analysis of the data should include how the collected information will guide the school toward continuous school improvement.

Suggested Areas for Further Inquiry:

- The faculty information should include the degrees each member has earned, years of experience, and number of years at Dixon Middle School.
- Community information should also be included in the school profile.
- The analysis of class size, course grades, attendance, discipline patterns, and positive behavior support should be incorporated in the school's comprehensive profile in the future. For example, average class size and types of referrals (including safe-school violations, total numbers of referrals, numbers of referrals given to boys and girls, and an ethnic breakdown) should be included.
- The school has numerous after-school clubs and activities. It also has an excellent student leadership class. Because these add many positive contributions to the school, they need to be reported in the school profile.
- In an effort to identify specific student achievement targets, both the Utah State Core Tests and SAT 9 scores should be disaggregated by content clusters and quartiles (mastery, partial mastery, minimal, and near) for each grade level, and, if possible, by gender. The Visiting Team recognizes that this may prove to be a challenge for the school due to limitations at the state and district levels in current data reporting practices.
- As the Visiting Team interviewed the staff, it became obvious that there is strong parental involvement at this school in the Family Support Center and a very active PTA. Parents serve on the Community Council and the Trust Lands Committee, and are also invited to serve on the ULC Committees. However, this information was not included in the school's report. Information about number of parents involved, meeting times, and number of hours contributed should be included in the report. Additionally, the report should include the percentage of parents attending parent-teacher conferences and SEOP meetings.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Despite the best efforts of the steering committee, the self-study process was not fully achieved by the school. The principal indicated that this was the first time the school had followed the accreditation process. The Visiting Team recognizes that not all stakeholders were a part of the process, but also recognizes that the school and leadership team are working to meet the needs of the students, and realizes that the process was not complete.

Unfortunately, the staff members who were trained in the new state accreditation model left the school. The remaining members of the steering committee did not have the initial training. When they called the state for help, they were not given detailed, accurate information about the process. Despite all of this, Dixon continually engages in self-study. They regularly give the staff, parents, and students multiple opportunities to give feedback and input. Before each school year, Dixon participates in a teacher retreat, where teachers are asked to collaboratively review the previous year in planning the coming year. Last spring the teachers and parents met to discuss the strengths and weaknesses of Dixon. The principal has asked teams to set academic goals each term based on current data and information, and team grants are based on meeting goals.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Many of the school's strengths, as discovered by the Visiting Team, were not clearly identified in the report. Additional school strengths were discovered by the Visiting Team during their visit; for example, many of the teachers used a variety of effective teaching strategies that were not clearly identified in the profile.

Some points that were not evident to the Visiting Team in the self-study but that were discovered to be evident during the visit were (1) the staff's level of collegiality, (2) their passion for students, (3) student recognition programs, (4) the use of grant monies to implement programs designed to meet the needs of their students, and (5) what the school does to help failing students.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Dixon Middle School's desired results for student learning are as follows:

1. I read and understand textbooks and materials at an eighth grade level, as measured by district and classroom assessments.
2. I write in a clear, detailed, and organized manner for a variety of purposes using complete sentences, correct spelling, punctuation, and grammar.

3. I demonstrate my ability to listen and view information by following instructions and be successfully completing class requirements.
4. I communicate effectively in small groups, classroom discussion, and in formal presentations.
5. I compute and solve problems at the level of pre-algebra or better.
6. I have earned a total of 12 credits in middle school, including credit from all state-required core classes.

During the visit, Dixon Middle School restated their DRSLs in the following manner:

1. Productive Communication Skills (Writing and Speaking)
2. Receptive Communication Skills (Reading, Viewing, and Listening)
3. Accountable Thinking and Learning Skills
4. Responsible Citizenship

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

Five years ago the staff worked for two days at a retreat at BYU to develop their mission statement and belief statements. The mission and belief statements are printed in the student planner. The chance for other stakeholders to provide input was somewhat limited. Representatives of the Parent Teacher Student Association (PTSA) and Community Council were able to review the work of the staff and offer suggestions, but they were not included in the development of the mission and belief statements. In spring of 2002, and again in fall of 2002, a team of certified staff consisting of department chairpersons, ULC chairpersons, parents, and administration met to revisit the Mission Statements and beliefs to determine whether they were continuing to align their actions with them.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements are comprehensive and address key issues pertinent to effective decision-making and policy development in the school. The belief statements are clearly stated and free of jargon. Dixon's belief statements reflect the commitment to support student achievement and success. The teachers and administration believe that student learning is a top priority in the school. They have identified reading, writing, and improving CRT scores as their main areas of focus. They share their vision with parents, students, community members, and staff in the following ways: SEOP conferences, school newsletters, posters hung throughout the school, Site Council meetings, periodic articles in the newspapers, and back-to-school assemblies.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

To align with the district, Dixon's DRSLs are called Power Standards. The Power Standards are posted on the walls throughout Dixon. They feel that their desire to increase student learning in the areas of reading, writing and increased CRT scores aligns with these Power Standards. The Visiting Team suggests that some type of rubric be established for measurement of the DRSLs. It is recommended that staff and stakeholders revisit the DRSLs in order to (1) increase levels of commitment among all stakeholders, (2) refine the DRSLs so they reflect the school's vision for student learning, and (3) define measurable goals to monitor student achievement of the DRSLs. The school will also need to develop an assessment system in order to determine whether students are increasing their skills as effective communicators and/or critical thinkers as a result of classroom instruction. The DRSLs also need to include the school's desire that the students become lifelong learners as stated in their beliefs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

While these issues were not addressed in the current self-study, upon interviewing the staff and leadership teams the Visiting Team found strong evidence that the curriculum is clearly defined and aligned with both the district standards and benchmarks and the State Core. All core departments have mapped their curriculum to ensure that it is aligned with the State Core and national standards. In some cases this mapping includes a strong assessment component. Weekly faculty meeting time is used to make sure that the content is being taught and spiraled across the curriculum. It is done collaboratively and is reviewed annually.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team recognizes that the school and staff members have promoted a collaborative culture at Dixon Middle School. They are willing to invest personal time to accomplish school goals. As a result of the staff's commitment to education, it is evident that academic progress has been made over the past few years. However, the school needs to examine the NSSE rubrics to identify where they are and where they want to be regarding levels of performance. They need to take a more careful look at the data they are collecting, identify additional data

they need to collect, and use the data as the basis for curriculum decision making. They realize that they need to take a more careful look at data they are now collecting. They have implemented programs such as CALLS and Second Chance Reading. They have taught after-school Foundations classes for at-risk students. They are now correlating data to these implemented programs to see whether they are truly getting results. As a result of this data, the school has continued with its successful One to One Reading intervention. They have added Sustained Silent Reading schoolwide to their advisory or SWELL program and purchased new mathematics and science textbooks. They have added parent tutors to help students with homework and study skills, and have also added credit intervention services to meet the needs of students each term. These are all excellent programs, and the data supporting these programs needs to be added to the school's self-study.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It is evident that the school staff uses a wide variety of learning experiences to actively engage students in the learning process. During classroom visits the Visiting Team observed multiple teaching strategies, including hands-on activities, oral reports, small group work, lectures, writing to learn, multimedia presentations, and class discussions. Student and parent interviews indicated that these groups are satisfied with the quality of education at Dixon Middle School. The team has observed the faculty to be hardworking, dedicated, and available to the students. The faculty should continue coordinating key concepts between departments. It is impressive how well departments work together to ensure student learning. As part of the Urban Learning Center Model, the teaching and learning committee trains the staff in a new reading and writing strategy each month. The teachers are encouraged to use these strategies and are required to turn in a sample of student work at the end of the month.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Dixon Middle School has an impressive ESL program. Also, resource students follow an inclusionary model. In addition, through the SWELL program, reading is stressed across the curriculum. Advanced students are given opportunities to participate in GT and advanced classes. The school has an exemplary Family Support Center which was funded from the GEAR-UP grant. In the Family Support Center, parents, high school and university students come in to work with at-risk students. The school has a parent aide who organizes parent volunteers to work in the classroom to ensure student success. They have aides who work with struggling readers to help them improve their SAT and DRP scores. In addition,

they have advocates who work with students who have received an Incomplete in at least one class. Dixon Middle School has a unique grading scale in that the only possible grades are A, B, C, and Incomplete. Therefore, all students must make up all Incompletes before they go to the next grade. It is impressive how they leave no child behind.

- c) *To what extent do the professional staff and leadership provide additional opportunities that support student learning?*

Dixon has always offered a wide variety of elective classes during the school day, and now offers many outstanding alternative programs during and after hours. Dixon offers summer school, including remediation and enrichment classes, Foundation classes that remediate for lost credit, a variety of after-school clubs, a One to One Reading Program, and tutoring. They also articulate with the elementary feeder schools to identify which students will need additional support.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Dixon has collaboratively developed a rubric for scoring writing that they use across the curriculum. Teachers are clear about the schoolwide goals to increase reading and writing scores. They use a variety of assessment instruments including the Dixon Writing Assessment, Degrees of Reading Power, Scholastic Reading Inventory, Lightspan, Criterion-Referenced Tests, and the SAT 9.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The staff is striving for more opportunities to collect data from assessment beyond standardized testing. As in most schools, the development of assessments is on a department or classroom level rather than a schoolwide basis. However, ongoing efforts to create schoolwide assessments will provide additional data. There is evidence of performance assessment in some classes. Schoolwide strategies for performance assessment would provide additional data. Clarifying the DRSLs will also help facilitate schoolwide measurements. Individualization and differentiation are taking place in some classes, and will be strengthened by expanding the conversations among staff, parents, and students regarding who is not learning in the school, and why.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Although the Visiting Team has no reason to doubt the fairness of Dixon Middle School's schoolwide assessments, no personal observations were made or report contents found that support or contradict the perception that assessments are used in a fair and equitable manner. In interviews it was stated that ESL and Special Education students were given special accommodations in the standardized testing and classroom assessments. Academically talented students are given out-of-level tests (such as the advanced DRP) as well. These tests provide a better picture of these special populations' abilities.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Many of Dixon Middle School's faculty members have had experience with promoting quality instruction and professional development. Staff development from these leaders draws on their experiences presenting at national and state conferences, attending various workshops and inservice training, and district committee work. Professional growth opportunities are shared in school staff development meetings and in peer mentoring situations. The school regularly draws on the expertise of its trained staff to present in-house training. One-third of the staff is on the Teaching and Learning Committee that plans for teacher development. The Committee is to focus on inservicing the staff on a wide variety of teaching strategies and assessments and ensure that technology is used as a tool. The district and the school are very supportive in allowing teachers to attend staff development opportunities. Currently, the school is involved in a peer-coaching program, in which teachers share their expertise through visiting the classrooms of their peers and offering suggestions and help. The leadership, both formal and informal, now faces a new challenge, as a result of the self-study, to focus the entire school community on the school's action plan and recommendations of the Visiting Team.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

While the data was very limited in this report, the school does have a more elaborate data-collection process than was indicated by this report. Dixon is committed to collecting the pertinent information that will continue to improve the school. Teachers much participate in annual goal reviews, using data, with the administration; this is an indication that Dixon's leadership expects data to be used in making decisions about instruction. Types of data that teachers collect should be included in the next self-study. It is suggested that leadership at the school continue to extend and refine its data collection efforts and inquiry into effective practices. The seven NSSE rubrics, in addition to the study of "best

practices” by all classroom teachers, would provide a common focus and language for future improvement efforts.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Department chairs and Urban Learning Committees, together with the administration, monitor progress. A Data Coordinator was hired this year.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

It is impressive how all faculty members serve on leadership committees. These include team leaders, department chairs, and Urban Learning Center committees. The Urban Learning Center Framework has given teachers and other stakeholders a greater voice in decision-making. Schoolwide policies and operational procedures are consistent with the school’s beliefs and missions. All are designed to support student learning.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

Because of Dixon’s involvement in the Urban Learning Center committees, faculty and staff members actively participate in decisions relating to the allocation and use of resources. As monies become available or future budgets are planned, teachers are encouraged to propose how their department, team, or program would use anticipated funds to positively impact student learning. These proposals are then considered by colleagues in the Management Committee, who rigorously measure requests against established criteria.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Parents interviewed indicated that the administration is approachable and responsive to their needs and requests. Also, PowerSchool enables parents and students to monitor student progress. The administrative team recognizes and empowers staff, parents, and students to share in the responsibilities of leadership. In doing so, the administration encourages commitment, participation, and collaboration. Their teaming model has encouraged collaboration and shared responsibility for student learning.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Dixon Middle School makes an ongoing effort to foster community building and significant working relationships within the school. The cohesive relationship established by the faculty has been fostered by continual training opportunities and social interaction, including an annual faculty retreat, faculty socials, weekly inservice, support for student teachers/interns, the teaming model, the principal's lunch, and the Urban Learning Center.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school community at Dixon Middle School is extended to parents and other school stakeholders through well-planned collaborative networks. These networks foster student supports, which consequently promote student achievement. Examples of the network functions and activities include school activities and socials, the adult ESL program, business partnerships, articulation with feeder schools, a mentoring program using high school students, parent-teacher-student conferences, home connections with ESL parents, PowerSchool accessibility, the Governance Site Council, the PTA, and the Parent Center.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The staff has been involved in a variety of staff developments based on their own needs and desires. The Visiting Team is highly impressed with their peer coaching strategies and their use of team meetings to improve student learning.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It has been reported to the team that the leadership in the school fully supports the faculty, and the faculty appears to fully support the leadership. There appears to be a strong desire to do what is best for students. The faculty reports in their study that they see a need to develop a clearer schoolwide plan for improvement focused on student learning. Additionally, they acknowledge a need to use more data-driven, research-based information to dictate the school's direction. The staff may want to consider implementing these ideas into their school action plan.

The staff should continue to look at formal as well as informal assessments to collect data to verify that teaching strategies assure student learning.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

These standards are not applicable to middle schools such as Dixon.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The current action plan states that the school would like to improve literacy and CRT scores. While they have extensive action steps on how to achieve these goals, it is only in a one-year framework. The faculty needs to go back and analyze their data to see who is learning and who is not learning, analyze the NSSE rubrics, and determine where they currently are and where they wish to be in five years.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

While there is an obvious commitment at the school to self-improvement, the Visiting Team recognizes that all stakeholders did not participate in the development of the DRSLs. It is evident that stakeholders did not participate in the accreditation training and were unclear on how to complete the process. Staff members did not participate on focus groups nor analyze data as a group. Departments did not answer the focus questions in their reports and did not indicate how they were teaching to the DRSLs or assessing students. The school is doing the majority of the items requested by the self-study, but not in the self-study format. We recommend that they attend the accreditation training and revisit the process.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The school will be monitoring SAT, CRT, DRP and DWP scores. The Visiting Team recommends that they disaggregate the data to determine who is learning and who is not, and find additional ways to meet the needs of those who are not learning.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The staff, students, administration, and parents are to be commended for their consistent and diligent efforts in creating a positive culture and a climate conducive to teaching and learning at Dixon Middle School.
- Dixon Middle School is a clean, inviting, safe environment. The Visiting Team felt welcome as soon as they entered the building.
- The staff and administration are to be commended for their continued efforts to identify the needs of students and parents.
- The staff is to be commended for its strides in teaming. It is impressive how they have worked together on cross-curricular projects, common discipline, and the overall needs of students. This effort has been recognized nationally.
- It is apparent that the staff is very enthusiastic and genuinely likes students.
- This staff is to be commended for the time and efforts they spend in professional development.

Recommendations:

- The staff needs to identify which students are and are not learning, and why, based on a better data collection and analysis.
- It is suggested that the school's leadership continue to extend and refine its data collection efforts and inquiry into effective practices. The seven NSSE rubrics, in addition to the study of "best practices" by all classroom teachers, would provide a common focus and language for future improvement efforts.
- The current action plan states the school would like to improve literacy and CRT scores. While they have extensive action steps on how to achieve these goals, it is only in a one-year framework. The faculty needs to go back and analyze and disaggregate their data to identify problem areas. Additionally, they need to use the NSSE rubrics and determine where they currently are on the continuum and where they wish to be in five years.
- The Visiting Team recommends that the school attend the accreditation training and revisit the process.

- Dixon Middle School has made many positive inroads with teaming; we strongly urge them to find ways to continuing using this innovative and effective model.
- Dixon Middle School needs to find ways to increase parent and student involvement in the school improvement process.